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ABSTRACT

Follow-up case studies conducted at 11 sites across the country concentrated on the role of Head Start in the lives of children and their families and in the students' progress in school. Major research questions addressed were: (1) What have been the life experiences and patterns of children and families from Head Start? (2) In what ways have experiences with Head Start played a role in or made a contribution to the lives of children and families? (3) How have families perceived the effects of aspects of programs on their own families? (4) How well do Head Start graduates adjust to the transition to kindergarten and first grade? (5) As children progress beyond the early school grades, what lasting effects of Head Start can be discerned in subjects' social adjustment and academic progress? and (6) What are people's perceptions of Head Start's impact and limitations? Subjects were 132 Head Start graduates, including 44 first-graders, 44 fourth-graders, and 44 tenth-graders. There were equal numbers of male and female students. The discussion covers patterns in the case study data concerning the support and nurturance of children, readiness for school, provision of direct services to children and families, and parental involvement and empowerment. Parents' views of specific influences are presented. (RH)

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Follow-up Study of Head Start's Role in the Lives of Children and Families

Interim Report

Sherri Oden and Julie Ricks

High/Scope Educational Research Foundation

and the Head Start Research Cooperative Panel

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A FOLLOW-UP STUDY OF HEAD START'S ROLE IN THE LIVES OF CHILDREN AND FAMILIES

This research is the result of a collaborative effort of the High/Scope Educational Research Foundation and the Head Start Research Cooperative Panel. The goal of the **Head Start Research Cooperative Panel** is to direct a new course for research on Head Start. In the fall of 1987, eleven Head Start agencies formed a cooperative panel to initiate research directions and conduct studies to further our knowledge of Head Start's contributions to the betterment of children and families living in poverty. This innovative, grassroots approach to research put Head Start directors at the helm to determine what needs to be studied to clarify and further develop the role of Head Start in American society.

Working with researchers from **High/Scope Educational Research Foundation** of Ypsilanti, Michigan, who provided the technical assistance, the Panel designed and conducted two major research studies in 1988 and 1989. The High/Scope Educational Research Foundation has been a national and international leader in early childhood education program development, teacher training, and research since 1970.

The two major research projects thus far conducted by the Panel are (1) a qualitative follow-up study of former Head Start graduates and their families and (2) a national survey of child care use and needs of families of four-year-old children. Both studies will provide major sources of information for Head Start and for the field of early childhood education. The experience of developing and conducting research has also served to further the leadership development of the Head Start Panel members. In conducting the research in their communities, the Panel members enhanced their local leadership roles as they worked with public school staff, communicated with the members of the media, and met with community review

groups and chief executives from various community agencies. When the research findings are finalized, the Panel members will assume further leadership roles as they disseminate the findings in publications and presentations at state and national levels.

The Panel comprises 11 Head Start agency directors and members of their staffs. The more urban areas include Chicago, Columbus (Ohio), Kansas City, Miami, Pittsburgh, Phoenix, and Seattle. Smaller cities, towns, or rural areas include Dayton, Ohio; Hudson Falls, New York; Lowell, Massachusetts, and Levelland, Texas. Outstanding agencies and directors were selected based on the recommendations of the Head Start Bureau Office of Human Development Services and their regional offices and High/Scope.

Each Head Start Panel agency represents one of the 11 research sites. The sites represent regions across the nation, including large metropolitan areas, smaller urban areas, and more rural towns. The range of racial-cultural groups represented includes low-income whites, blacks, Hispanics, American Indians, and Asian Americans. Research consultation was provided by Allen Smith, the Project Officer from the Head Start Bureau, Administration for Children, Youth, and Families (Office of Human Development Services), which funded the project. As indicated, the High/Scope Educational Research Foundation provided the research technical assistance to the Panel with Sherri Oden as Project Director and Julie Ricks as Research Assistant. David Weikart, President of High/Scope Foundation, and Jenni Klein, Consultant to High/Scope, served as advisors to the Panel for this project.

Who can better tell the story of Head Start than those directly affected by Head Start?

This question became the foundation upon which the Panel members developed a research plan to collect data for approximately 130 case studies of Head Start graduates and their families. The data depict accounts of their involvement in Head Start and their evaluations of Head Start's influence in their lives. This interim report focuses on the first study of the Panel, a follow-up study of Head Start's role in the lives of children and families. The data collection is now completed and compiled, and the analysis is being finalized. This interim report summarizes the research and the major patterns of the data. As its first project, the Panel members sought to develop a picture of how Head Start was viewed by the very people it served, the children and the families. The research also examined external perspectives from the students' current teachers and from school administrators and community leaders.

Much of the previous research on Head Start has been outcome oriented, e.g., gains in I.Q. or achievement scores into elementary school. There has been insufficient description and understanding of the processes involved in the Head Start program. Only a few studies have focused on the important help provided by Head Start to families and the role of Head Start in low-income communities. More knowledge is needed of the ways in which the program can better meet the long-term needs of the children and families. More research should focus on these kinds of outcomes and also on the long-term effects of Head Start, as High/Scope has researched the long-term effects of the well-known Perry Preschool Project.

Process-oriented research approaches are needed to more fully understand the processes involved in the major roles of the multifaceted Head Start program and to provide the Head Start program managers with

insight for further program development. In addition, data are needed from the perspective of those served. This information would be of use, not only to further the development of Head Start as a national program, but also for better defining the long-term educational needs of low-income children and families in the elementary and secondary school years.

Recent debates in educational psychology research have centered on the need to create a balance between quantitative and qualitative approaches to studies, even product-oriented ones.[6] The present Case Study research of the Panel was designed to be qualitative in order to increase our descriptive data base on the processes involved in the roles of Head Start from both the perspectives of Head Start students and their families. This kind of data can be readily disseminated to educators, policymakers, and the general public.

The members of the Panel decided to focus on Head Start graduates at three points in time since Head Start, i.e., in the first, fourth, or tenth grades in school, to examine their current school progress and the role Head Start played in their lives and in their families, both at the time of Head Start and into the present. To develop the data base for each case study, former Head Start children, parents, and current school teachers were interviewed to determine their perspectives, evaluations, and experiences regarding Head Start. The data from these interviews are now being used for analyses and for the development of a case study narrative data archive. The major research questions developed by the Panel for the research were as follows:

- What have been the life experiences and patterns of children and families from Head Start?
- In what ways have the experiences of Head Start played a role or made a contribution to the lives of children and families?

- How did aspects of programs (e.g., health, educational curriculum, parent training, support services to families, community service linkages) affect families, according to their perspectives?
- How well do Head Start graduates adjust in the transition to kindergarten and first grade?
- As children progress beyond the early school grades, what lasting effects of Head Start can be discerned in social adjustment and academic progress?
- What are people's perceptions of Head Start's impact and limitations?

Subjects

The subjects for the case studies were 132 Head Start graduates, including 44 current first-graders, 44 fourth-graders, and 44 tenth-graders, including equal numbers of male and female students with a range in academic and social progress in school. These subjects were randomly selected by researchers from High/Scope from lists provided by teachers from schools in which many former Head Start students are enrolled. Subjects whose parents had subsequently become employed at Head Start were not included in the sample so that the sample would represent the mainstream of Head Start children and families. Approximately 41% of the subjects were black, 41% white, 15% Hispanic, and 3% Asian American. The sample is representative of Head Start generally, but it was not designed to be a national statistical random sample.

Instruments and Data Collection

Separate interview instruments were developed by High/Scope and the Panel and for the interviews with the parent(s), the child (including a separate interview for the tenth-graders), and the current teacher. The interviews were conducted by independent interviewers. The parent interview

took approximately 1-1/2 to 2 hours to administer; the child interview took 30 to 40 minutes; the youth interview took 1 hour; and the teacher interview took 30 minutes to 1 hour. School records data were also collected.

To gain some external validity on our interpretations of the case studies, data were collected from meetings with community groups and educators conducted in all sites to discuss their interpretations of a random selection of completed anonymous case study samples. Finally, Head Start Panel members and staff also conducted open-ended interviews with community leaders (e.g., school superintendents, social service directors) to explore their perspectives on the role of Head Start in the community.

Data Compilation and Analysis

We developed forty-nine questions representing the basic issues across all the interviews to serve as protocol questions to make the compiling of the data systematic, thorough, and manageable. Coders listened to all audiotapes, filled in any missing content on completed interviews using a computer word processing program, and entered all responses in reference to the appropriate protocol question under that question and coded the exact interview source (e.g., Parent Interview = P) and question number. This treatment of the data included validity and reliability procedures to check on accuracy and completeness between the four coders. Percentages of agreement between coders were in the 80-95% range for protocol placement and thoroughness and over 95% for accuracy. A final check for completeness occurs in the final stage of the compilation process of creating a case study data archive. In this final stage of data compilation, coders serve as editors for each other and read the interviews and then include into the protocols any interviewee responses and statements that had been overlooked

but were not redundant (i.e., already included in the protocol but several times in other words by the interviewee again without additional meaning). Finally, the editors edit the protocol content of each case into a narrative format for readability (leaving out the protocol questions that are on the computer file) resulting in a readable, but complete case study as told in the language of the interviewees.

The case study data protocol question compilation is now completed for all cases and these data are being used for the analyses of primary and secondary patterns of responses for the group as a whole and for subgroups. The case study protocol data are also currently being edited as described above to serve as a case study archive for further analysis by the Panel and community review groups and other interested researchers. Fictitious names are used and any potentially identifying aspects of family description, such as place of work, are changed to ensure confidentiality.

Interim Results

The present stage of the analyses yielded major patterns for the case studies. In addition to our analyses of the protocol data, which we used to determine the major patterns, we have also examined the community review meetings data and the community leaders' interviews.

The community leaders included public educators, mostly superintendents and other high-level school administrators, social service executive directors, health department executive directors and health agency directors, a city council member, two ministers, and a judge. In total, approximately 40 community leaders were asked to describe and discuss Head Start's impact on children and families including contributions, problems, and limitations of Head Start, and ways to further enhance its contribution and coordination with other agencies.

The convergence between the majority of the case study data derived from the first-, fourth-, and tenth-grade Head Start graduates, their families and teachers, the data from the community leader interviews, and the responses to the community review meetings provide a strong consensus about the nature of Head Start's role in the lives of children and families.

In what ways then do they think Head Start played a role in their lives, had an impact, or left an impression?

Four major patterns emerge from the data.

*(1) **Supporting and nurturing children.*** Head Start is viewed as providing broad, enriching activities and experiences. In addition to the preschool classroom activities, the field trips were especially remembered and valued by both children and parents. In general, the impression generated is that parents really appreciated the kind of help that was provided. In many cases Head Start appears to be the only source of external support and nurturance for a family or a mother.

*(2) **Readiness for school.*** Children's readiness for school appears to be well facilitated by Head Start in learning readiness and especially social adjustment. Parents and teachers and community leaders felt Head Start gave children appropriate kinds of classroom experience and positive enhancement of their motivation and desire for learning and achievement.

*(3) **Providing direct services to children and families.*** The provision of direct services to families is especially evident in the areas of health and nutrition--providing immunizations, vision and hearing screening, physical exams and special needs referrals. Nearly every parent was very positive about the health and nutrition. Nearly every child now regularly sees the doctor and dentist for checkups.

Most of the children who had special therapy for a physical problem, such as a speech problem, did not continue to need therapy in elementary school. Many parents said the nutrition program resulted in their changing their food purchases and cooking for greater nutrition.

(4) Parental involvement and empowerment. It is clear that the parent involvement component of Head Start is a very positive one. The level of comfort, receptivity, and support for parents provided by the communication and the activities was very solidly praised by nearly every parent. In contrast, many parents are rarely involved in the child's current school, according to them and according to the teachers. Many teachers complained about what they interpreted as a lack of interest and involvement in the child's progress and difficulties.

Although there are many parents who are involved currently in their child's school, there appears to be fewer levels and types of opportunities for their participation in school than there was in Head Start. There seems to be fewer offerings for the parents themselves such as workshops. From *workshops* and *parent involvement* in Head Start, many parents felt a lasting impact in one or more ways including seeking jobs, furthering education, helping them with their childrearing approach, improving their health and nutrition and their general outlook.

Illustrations of Specific Influences from the Parents' Perspectives

The parents' interview data best illustrate the ways in which Head Start influenced the lives of the children and families. To gain a more complete picture of the ways that Head Start influenced and empowered the children and families, I would like to now quote parents talking about their perspectives of Head Start and its role in their lives. Ten major questions from the protocol coding system are useful for summarizing the major

patterns of the primary and secondary perceptions and effects as stated by the parents. (See attached handout.) The parents' statements presented here reflect how the parents perceived Head Start in terms of descriptions of the kinds of influences they think that Head Start had on their child and/or the families, the specific effects of the Head Start experience, and their evaluations of various aspects of Head Start. In the following, the summary statements listed under primary perceptions/effects are indicative of a clear majority of the parents' statements, and the summary statements listed under secondary perceptions/effects are indicative of statements frequently made by parents.

The parent data are especially compelling in illustrating how effective Head Start is in empowering parents. It is clear from the data that parents, through their participation in Head Start and from their communications with Head Start staff, appeared to feel that they belonged when they were at Head Start and that Head Start belonged to them. Thus we get a picture of Head Start as a forceful and effective institution in low-income communities where families often feel segregated and alienated from society and from the very educational and service institutions that can provide help and opportunities for overcoming poverty and its trappings.

The present research data illustrate the key leadership role that Head Start is already in a position to play in low-income communities. Head Start has the trust of families. The families found their involvement to be energizing and empowering. They felt that Head Start provided them with broadening opportunities and experiences for furthering their own learning and development. The Head Start data from this research illustrate that parents do get involved in the public schools, but would likely be more involved given expanded opportunities. Based on this research, future

directions for Head Start should be to seek greater communication and collaboration with schools and social service agencies in order to accomplish the following:

(1) expand the transference of children's and parents' learning and development through parent involvement initiated during the Head Start experience;

(2) assist schools in developing workshops and courses aimed at providing educational opportunities that will enhance parents' knowledge and skills and provide a bridge for them to get into degree and certification programs, e.g., GED, community college programs, and so forth;

(3) develop specific job-training courses to foster increasing economic self-sufficiency; and

(4) in general, increase the routine communication between Head Start and public school teachers.

In relation to this latter recommendation, nearly all of the first- and fourth-grade elementary teachers were unaware of their students' Head Start experience. Records from Head Start did not typically get into the student's school file or were not checked. This is just one example of the clear need for better communication between the public school teachers and Head Start. Better communication between Head Start teachers and teachers at various levels in the elementary school, in particular, would seem to be mutually beneficial in curriculum planning, parent involvement, and transition to school to enhance the lasting effects of Head Start's early gains.

Expanding Head Start to a full day and providing Head Start for all eligible families were mentioned as needs by parents and by community leaders. Some community leaders also pointed to a need for better physical

facilities, more in-service teacher training for continued curriculum enhancement, and increasing staff salaries and benefits.

It is clear from our analysis thus far that the case study data provide a rich base for identifying the contributions of Head Start to the lives of children and families and the way these are accomplished. It is also an additional source of new questions for further research investigations and program development.

We expect that further analyses of subgroups (e.g., comparing responses between grades, comparing parents with varying degrees of involvement with Head Start activities) that we are now conducting will reveal the different kinds of needs that may indicate areas for Head Start program development. Similarly, with regard to the parents, we will be concerned with their own progress in education and employment and whether this relates to the children's progress in school. The interview data also include ratings given by teachers of students' current progress, parent and child ratings of Head Start and we are coding these data for quantitative analyses. The quantitative analyses we are conducting will enable us to provide some further descriptive statistics to complement the case study data.

The final overall report will include more detailed illustrations and quotations from the cases, the comparative analyses of the subgroups, full cases featured as prototypes of the differential impact of Head Start on children and families, and summary descriptive statistics. Directions for further research and program development will be proposed. The interviews, procedures for the data analysis, and the case study narratives will be provided in the appendices. The Head Start Panel members will disseminate the final results in publications and presentations to local, state, and national groups as well as to the general public.

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Major Parent Perceptions from the Case Studies

(1) WHAT KINDS OF GENERAL VIEWS DO PARENTS HAVE ABOUT HEAD START'S CONTRIBUTIONS?

Primary Perceptions/Effects:

* Parents thought that Head Start provided broad, enriching activities and experiences.

* Parents liked the impact Head Start had on their children, particularly: growth and development, kindergarten readiness, and social development.

* Nearly every parent felt that the Head Start staff was adequately to well qualified and that they communicated very well with them.

Secondary Perceptions/Effects:

* Most parents liked being involved with Head Start staff and many liked being involved with other parents.

Examples:

Rosa's mother:

"Head Start is great. . . . They were like second parents to the children. It's fun the way they teach the kids. . . . It was a beginning of a new life for our kids. Head Start provided help with an attitude of helpfulness."

(2) DO PARENTS THINK THAT HEAD START MADE CONTRIBUTIONS TO THEIR CHILDREN'S HEALTH AND/OR NUTRITION?

Primary Perceptions/Effects:

* Nearly every parent was very positive about the health and nutrition.

* Nearly every child now regularly visits the doctor and dentist for checkups.

Secondary Influences/Effects:

* Many parents said the nutrition program resulted in their changing their food purchases and cooking for greater nutrition.

Examples:

Sam's Mother:

"They provide healthy meals for the kids."

Mickey's mother:

"Head Start taught Mickey which foods were good for him. They made him try nutritious food such as broccoli and he liked it! Now we plant it in our garden."

(3) WHAT ARE PARENTS' ASSESSMENTS OF CHILDREN'S SOCIAL/BEHAVIORAL LEARNING AND DEVELOPMENT DURING HEAD START?

Primary Perceptions/Effects:

* Parents say children learned to play and get along with others.

* Parents feel children became more independent.

Secondary Influences/Effects:

* Many parents feel their children were shy and quiet when they began Head Start, but the children learned to become more outgoing.

Examples:

George's grandmother:

"He started out being shy, but at Head Start he just opened up... and he learned how to be responsible."

Julie's mother:

"Head Start helped with her self-esteem and confidence. She learned how to communicate better with others."

Mickey's mother:

"Mickey learned to share more and to relax and not get upset about things."

(4) WHAT ARE PARENTS' ASSESSMENTS OF CHILDREN'S LEARNING AND DEVELOPMENT (E.G., LANGUAGE, MEMORY, PRE-READING, ETC.) DURING HEAD START?

Primary Perceptions/Effects:

* Most parents felt that Head Start helped the children to learn their "ABCs", their "numbers" and to begin handwriting and reading.

* Most parents felt that their children learned to concentrate better, listen to the teacher, and many mentioned that they learned to solve problems at Head Start.

Secondary Perceptions/Effects:

* Many parents indicated that Head Start helped their children in overall language development.

Examples

Filipe's mother:

"He learned English very quickly at Head Start and learned to enjoy talking. The staff helped him to learn the language."

Sara's mother:

"They helped with her thinking skills. It taught her to think before answering, without just guessing."

Jamey's mother:

"He learned how to print his name and letters and numbers. They learned colors. It teaches them to stop, think, listen, concentrate."

(5) WHAT ARE PARENTS' ASSESSMENTS OF THEIR CHILDREN'S READINESS FOR SCHOOL?

Primary Perceptions/Effects:

* Parents say their children learned to follow the rules and routines of a classroom.

* Head Start provided effective readiness and motivation for classroom learning.

Examples:

Julian's mother feels that Head Start is:

"... a good deal. They gave the children a head start on kindergarten and first grade. Julian's older brother did not go to Head Start and did not know how to read very well and has had behavior problems in school."

According to Julian's mother, the Head Start teacher:

"...really did a lot for him. He was learning because he'd come home from Head Start with different things he learned. Everything was new to him and it was exciting...I liked Head Start because they could teach him things I couldn't teach him here at home. He also learned to communicate with other children and to do things on his own."

(6) HOW HELPFUL WAS HEAD START FOR CHILDREN WITH SPECIAL NEEDS?

Primary Perceptions/Effects:

* Of the children with special needs, most children were clearly helped by the special needs identification and interventions during the period of Head Start.

Secondary Perceptions/Effects:

* Many of the children who had special therapy for a physical problem, such as a speech problem, did not continue to need therapy in elementary school.

Examples

Johnny's mother:

"They helped him with his speech. He doesn't have any speech problems now in first grade."

Mickey's mother:

"He needed more language and speech development at an even earlier age."

(7) HOW INVOLVED IN HEAD START WERE PARENTS? IN WHAT WAYS? ARE PARENTS INVOLVED IN SCHOOL ACTIVITIES NOW?

Primary Perceptions/Effects:

* Most parents were moderately to highly involved in several aspects of the Head Start programs, e.g., field trips, parties, classroom visits, workshops, etc.

* The most frequently and enthusiastically mentioned activities were field trips and the graduation ceremony.

Secondary Perceptions/Effects:

* In the children's current schools, parents attend 2-3 parent-teacher conferences, 1-2 school meetings or events, communicate with school personnel when there are problems, and they monitor their children's homework.

* Overall, there is less involvement between parents and their children's current school than there was between parents and Head Start.

Examples:

Angela's mother, who also worked part-time, attended Head Start parent meetings, got involved in all the special events and served on the policy council. She also made friends with parents, some of whom she still sees.

As Emily's mother put it:

"...the parent meetings were helpful--like a support group."

Nathan's mother:

"I was tickled. I got him out of the house for a little while, but I ended up going to school with him three quarters of the time. There were a lot of things going on for parents." She attended social events and helped out with parties, fund-raising, chaperoning field trips and helping the children in the classroom.

Jo Anne's mother:

"...the parent involvement makes parents more aware of their child's ability to learn at such an early stage. Head Start believes in a lot of parent-child participation and activities and functions. Head Start also made me more aware of what you can do as a group. We formed committees. It built my confidence. It gave us some clout."

(8) BECAUSE OF HEAD START, DID PARENTS OR FAMILY MEMBERS MAKE CHANGES IN ATTITUDE, BEHAVIOR, OR LIFE SITUATIONS, SHORT-TERM OR LONG-TERM?

Primary Perceptions/Effects:

* Parents say that Head Start made them more aware of the importance of regular health care. Children receive routine health care checkups and regular dental care.

* Through a variety of ways (teachers, workshops, parent meetings, etc.) parents say Head Start taught them positive ways of childrearing, e.g., positive discipline, being more aware of their children's needs, enjoying doing things with their children, and so forth.

* Parents felt the involvement from workshops and other activities had a lasting impact on them in at least one way: seeking jobs, or further education, or helping them with their childrearing approaches, or improving their health and nutrition and their general outlook.

Secondary Perceptions/Effects:

* Many parents feel that Head Start had a lasting effect on them or their children or family members in a variety of areas.

* Many parents mentioned that the information about nutrition was helpful to them (meal planning, cooking, health, etc.).

* Some parents feel that Head Start helped them to seek further education.

* Some parents feel that Head Start helped them to get a job.

* Many parents feel that the good start in the education their children got from Head Start had a lasting effect on their education.

Examples:

Ann's mother:

"I learned a lot about how to teach Ann to prepare her for school. Head Start gave me a different outlook than I would have had on my own. It helped inspire me to learn more."

Tom's mother felt that their involvement in Head was a:

"... growing experience--growth of the child and the family."

Sara's mother:

"From money management classes, I learned not to budget money I don't have. From involvement in Head Start I learned to discipline the children instead of yelling and screaming. Head Start also helped me to find ways to go back to school."

Steve's mother:

"They were very helpful in being understanding...having an understanding person listen to you. That was when we were first looking into getting food stamps. They were very confidential and helpful.... The director helped me get funds for my husband to take a class in woodworking."

Judith's mother:

"...going to Head Start made me feel important. Now it's my turn. I'm going back to school, too."

(9) WHAT ARE THE PARENTS' GENERAL EXPECTATIONS OF THEIR OWN CHILDREN'S ACHIEVEMENT AND FUTURE GOALS? ANY SPECIFIC GOALS MENTIONED?

Primary Perceptions/Effects:

* Parental expectations varied for their children's long-term achievement.

* Almost all parents expect their children to finish high school.

* Most parents said they expected their child to complete high school and get a job, and hopefully, some college, but most also commented:

"... it's up to him or her, if he (she) wants to."

Secondary Perceptions/Effects:

* Some parents expect their children to go to college or get a technical degree.

* Many parents emphasized that they want their children to be happy in their lives.

Examples:

Alyce's mother:

"I don't want to expect too much of her."

Johnny's mother:

"I expect him to finish 12th grade. If he wants to go to college. Fine."

Mary's mother:

"All the way. I'd like to see her get a college education."

(10) WHAT WERE PARENTS' VIEWS ABOUT HEAD START'S LIMITATIONS, AREAS IT COULD HAVE HELPED MORE OR DID NOT HELP AT ALL?

Secondary Perceptions/Effects:

* Parents whose children had serious academic difficulty in one or more subjects (e.g., reading or math) especially wished there had been some kind of individualized help for their child in Head Start to prevent the present problem.

* Many parents feel Head Start should be available for all children.

* Some parents mention they felt Head Start should be an all day program.

* Some parents indicated that they thought more of the parents should become more involved in Head Start.

* Many parents say they couldn't think of any way Head Start could improve.